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E1 – Practical Problem Solving: Drilling Down Into School Data for Improved Decision-Making

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Key Words: Applied Evaluation, Assessment, Systems Alignment, Tier I, Training

Presenters

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Objectives

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A. Provide language to describe the rationale for building comprehensive data collection and decision systems for monitoring data related to SWPBIS implementation
B. Describe the role of a data analyst in gathering and summarizing data prior to a team meeting to maximize meeting minutes
C. Describe the core features of data analysis or "drilling down" into data sources (e.g., fidelity surveys, referral data)
D. Practice conducting a drill down using referral data using the School-Wide Information System (SWIS)

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Rationale for Data-Based Decision Making in SWPBIS

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Research on Sustainability of SWPBIS

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What *single* factor is most related to high sustainability of SWPBIS?

The frequency with which DATA are presented to all school staff

Pinkelman, S., McIntosh K., Rasplica, C. K., Berg, T., & Strickland-Cohen, M. K. (2015).

SWPBIS and Outcomes

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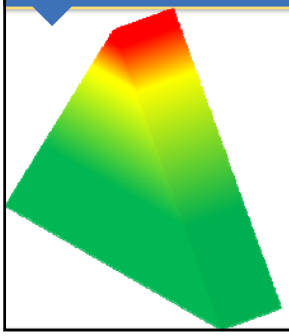
Desired Outcome:
Enhanced social competence & academic achievement for all students.

How do we get to our desired outcome?

SWPBIS Continuum of Supports (Tiers)



3 **Tertiary—intensive, individualized**
5% of student population

2 **Secondary—targeted, small group**
15% of student population

1 **Universal—primary prevention provided to all students, effective for approximately 80%**

All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.

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What is Data Integrity?

Data Integrity
- Maintaining the accuracy and consistency of data over its entire life cycle
- Critical aspect to the design, implementation, and usage of any system that stores, processes, or retrieves data

For data to be useful, it should reliably match overall perceptions across staff, students, and families.

Accurate Data → Better Assumptions → Good Decisions

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What is Confidentiality?

Data Confidentiality
Protection of potentially identifiable information

(In SWIS):
- Person-identifiable
- Site/Building-identifiable
- Account access

Data about staff and students are highly confidential

Regular review of district policies related to student, staff, and school-level data

Keep passwords confidential

Log out every time you step away

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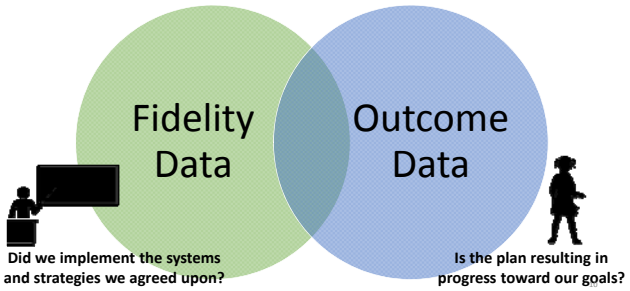
Types of Information (Data)



Connecting Fidelity & Outcome Data

	Lucky	**Sustaining**
Outcomes	Positive outcomes, low understanding of how they were achieved *Replication of success is unlikely*	Positive outcomes, high understanding of how they were achieved *Replication of success likely*
	Losing Ground	**Learning**
	Undesired outcomes, low understanding of how they were achieved *Replication of failure likely*	Undesired outcomes, high understanding of how they were achieved *Replication of mistakes unlikely*

Fidelity

Data-Based Decision Making

Decisions are more likely to be effective and efficient when they are based on....

DATA

The quality of data-based problem solving depends most on the first step

Define the problem to be solved with:

- **Precision** (who, what, where, when, how often, why)
- **Clarity** (general agreement on priorities)

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Why Use Data for Decision Making?

- Data help place the "problem" in the local context rather than on the students.
- Data help us ask the right questions…they do not provide the solutions.
- Use data to:
  - Identify problems
  - Refine problems and understand the context
  - Define the questions that lead to a solution

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Problem Solving with Precision

- The statement(s) of a problem is important for team-based problem solving.
  - Everyone must be working on the same problem with the same assumptions.
- Problems are often framed in the "primary" form.
  - Raises awareness
  - Not useful for problem solving
- Precise problem statements result from a detailed data review and are solvable.

Data Team Roles

Data Collectors

All staff are part of PBIS data collection at some level and should receive training, coaching, and materials on procedures!

- Survey coordinators and responders *(e.g., Tiered Fidelity Inventory, School Climate Survey)*
- Universal Screening measures
- Behavioral incident referrals
- Targeted intervention data *(e.g., CICO points)*
- Individualized intervention data *(e.g., behavior support plan data)*

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Team Facilitators/Leaders

- **Before** meetings
  - Schedule and communicate expectations
  - Coordinate tasks with minute taker, data analyst, or others
- **During** meetings
  - Keep meeting focused on agenda and schedule
  - Encourage active participation across members
- **After/Between** meetings
  - Ensure that information (meeting minutes and tasks) are sent out
  - Regularly organize updates at all-staff, grade-level, and other meetings

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Data Analyst

- Standing Meetings *(PBIS team, grade-level teams, data teams)*
  - Provide standard set of reports with updated progress
  - Provide special-request reports on request or when potential problems are identified
  - Summarize findings in person or at least in writing to support interpretation
- Special Meetings *(e.g., parent-teacher conferences)*
  - Provide special-request reports on request
  - Provide support in interpreting data

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Data Analyst and The Game of Clue

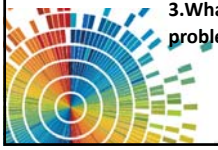
The Data Analyst is like a *detective* who follows clues to isolate a problem context and function until it is precise but still socially important to address

Drilling Down into Your Data

"Drill Down" Approach

The **Drill Down** approach starts with the big picture and looks for potential "red flags" that might indicate a problem that might need to be addressed.
Then we identify and address the problem context and finally the function

1. **What is our current reality?**
2. **Is there a problem (red flag)?**
3. **What is the precise context & function of the problem?**



*What, where, when, who, how often, **why**?*
Be efficient, don't "drown" by getting too specific (e.g., red heads with blue shoes)

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Use DATA to define…

a **PRIMARY** summary statement **then** a **PRECISE** problem statement

System Update/ Big Picture

Primary

Red Flag

Identify Problem with Precision

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Step 1: Look at overall picture

- What are the levels, trends, peaks, and/or valleys?
- How does this year compare with last year?
- How do our data compare with national/regional norms?
- How do our data compare with our preferred/expected status?

Step 2: Filter to a more precise problem statement by adding in additional data/"clues"

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Drilling Down with the TFI (Steps 1 & 2)

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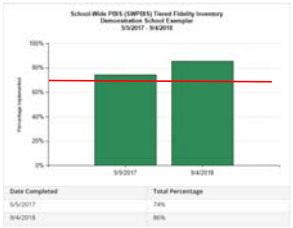
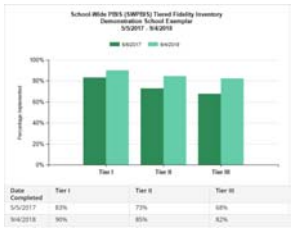
Step 1. Overall (Total Score)



Step 2. Breakdown by Tier



Levels, trends, peaks?

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Drilling Down with the TFI (Step 3)

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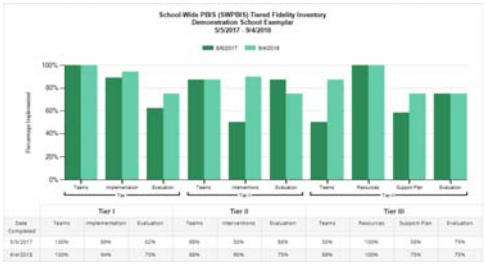
Step 3. Breakdown by Tier & Subscale



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Drilling Down with the TFI (Step 4)

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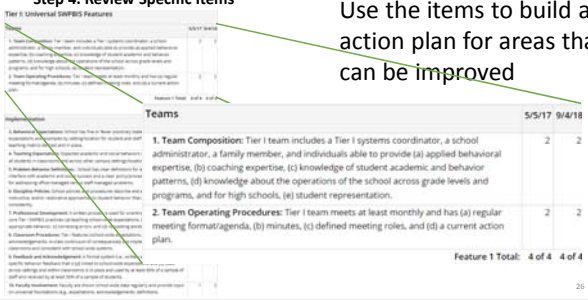
Step 4. Review Specific Items

Use the items to build an action plan for areas that can be improved



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Asking the Right Questions: Fidelity

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Our TFI Total Score was below 80%

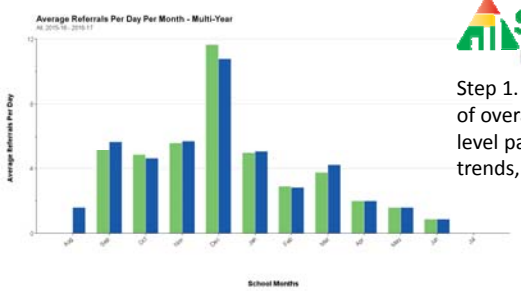
Primary Statement

- Which tiers?
- Which subscale(s)?
- Which items?
- Compared to other/previous fidelity data

"We've had a decreasing trend in our Tier 1 Scale for the last three months. Looks like the subscale of Implementation is the area we need to focus on, specifically with defining and teaching expectations, discipline policies, as well as feedback/ acknowledgement. Additionally, our faculty and student/family/community involvement have decreased over the same time period.....The staff are reporting similar areas as 'not in place' and as 'priorities for improvement' on the SAS."

Precise Problem Statement

Outcomes/Referrals at Tier I (Step 1)



Step 1. Summary of overall referral level patterns, trends, & peaks

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Outcomes/Referrals at Tier 1 (Step 2 & 3)

Step 2: Review Core Data to get an overall picture of what is happening

Step 3: Identify "Red Flag" to investigate further

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Outcomes/Referrals at Tier I (Step 4)

Step 4. Isolate red flag and search for contextual factors (one at a time)

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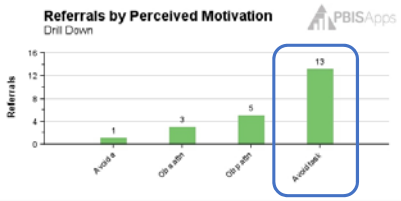
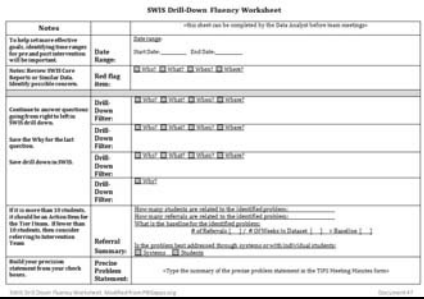
Outcomes/Referrals at Tier I (Step 5)

Filters: Date Range: 9/1-10/31 Behavior: Defiance Time: Across Days
Location: *Mostly* Classroom Grades: *Mostly* 6th – 8th



Step 5. Based on the **context** of the behavior *(what, where, when, who)* identify the perceived **function** or **motivation**

Drill Down Worksheet



This **Drill Down Worksheet** allows you to track the "steps" of the drill down

- Record-keeping
- Efficient "back-tracking"
- Replication

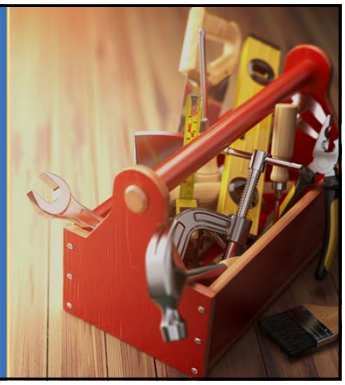
Prioritizing Multiple Problems

Prioritizing problems will likely be based upon criteria such as:

- **Severity/intensity** – How dangerous is the behavior (e.g., aggression vs. inappropriate language)?
- **Frequency** – How often is it currently occurring?
- **Trend** – Is it decreasing, increasing, or consistent?

TIPS II Training Manual (2013)

Data Analyst Activity



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SWIS Drill Down Activity:

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- Log into: www.pbisapps.org
- SWIS Demo account
- "We do" &
- "You Do"

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SWIS Drill Down Activity:

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- As we go through the Drill Down process record our steps on the SWIS Drill Down worksheet

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Harbor Haven Middle School

565 students
Grades 6, 7, 8

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Harbor Haven MS: Is there a problem?

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Lately the faculty buzz around Harbor Haven is that student behavior is getting worse. When we started the school year, everything seemed fine. But several months later, the teachers are complaining that they are constantly dealing with students messing around and not getting to class in a timely manner after lunch and after other breaks and transitions.

What kind of statement is this….primary or precise?

What information do I need to get more precise?

Harbor Haven MS: Is there a problem?

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Is there a problem?

If so, what is it?

SWIS Core Reports

Harbor Haven MS: Overall Patterns

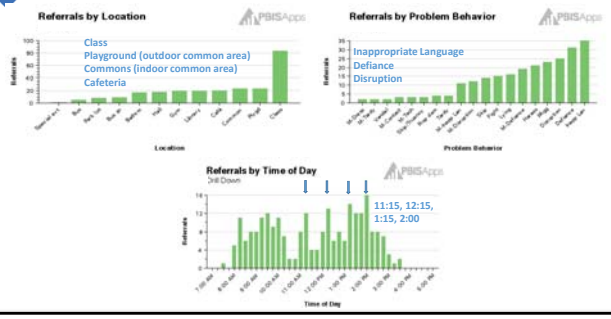
Levels?
Above the national median for 4 out of 5 months. 3 months are above the 75th percentile.

Trends?
Increasing trend from Sept to Dec.

Peaks?
Peak in Dec.

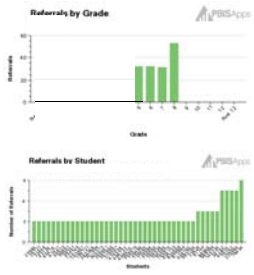
Harbor Haven MS: SWIS Core Reports A

School-wide Data



Harbor Haven MS: SWIS Core Reports B

School-wide Data



Majority of referrals come from 8th grade.

44 students have 2 or more referrals.

What Do I Know?

What? Inappropriate language, defiance, disruption

Where? Classroom, playground, commons, and cafeteria

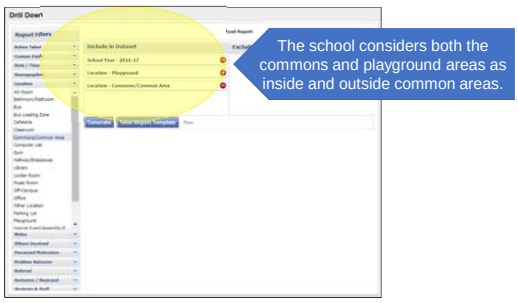
Who? Majority of referrals are from 8th graders

When? 11:15, 12:15, 1:15, and 2:00

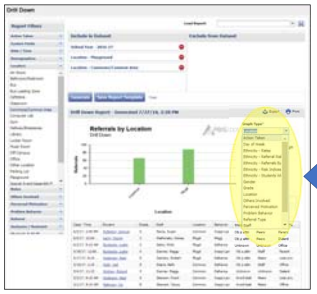
What Do I Know?

- I know pieces of information.
- But I do not know if any of this information is connected.
- I need to drill down to look for connections.

Data Drill Down

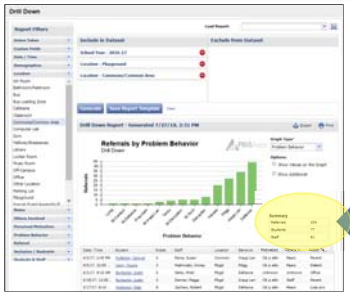


Data Drill Down



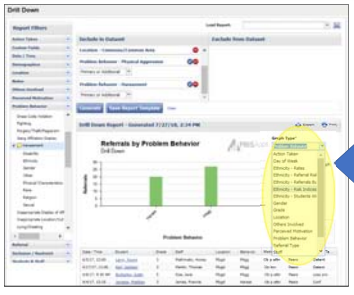
Change the graph type to change the lens of analysis.

Data Drill Down



Use the summary to analyze problem size.

Data Drill Down



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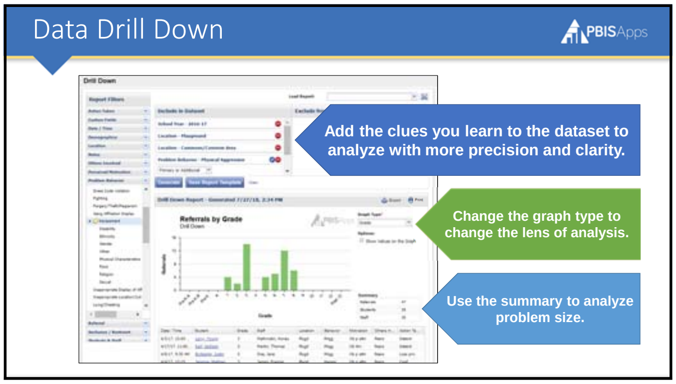
Data Drill Down
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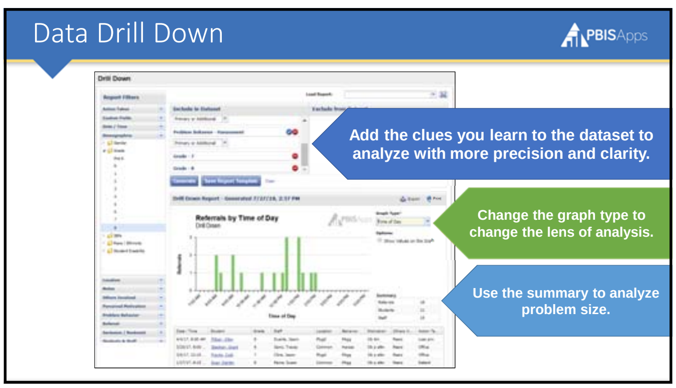
Add the clues you learn to the dataset to analyze with more precision and clarity.
Change the graph type to change the lens of analysis.
Use the summary to analyze problem size.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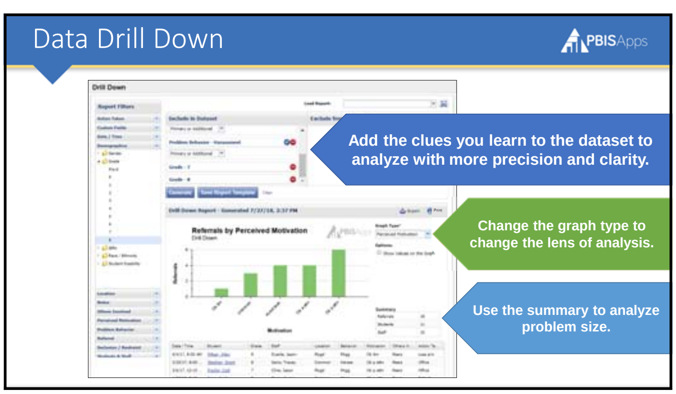
Data Drill Down
PBISApps
Add the clues you learn to the dataset to analyze with more precision and clarity.
Change the graph type to change the lens of analysis.
Use the summary to analyze problem size.

Data Drill Down for Connections

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Commons & Playground (outdoor common area) → Harassment Physical Aggression → Across the Day

Possibly Attention Maintained

Precise Problem Statement & Solution Development

Many students are engaging in physical aggression and harassment in the common areas across the day, and the behavior might maintained by attention from both peers and adults (but 3 referrals were "unknowns").

Solution Development

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Target Area(s):
Problem behaviors in the indoor/outdoor common areas

Goal:
Reduce referrals for physical aggression & harassment in the commons and hallways by 50%

Solution Component	Action Step(s)
Prevention	-Increase active supervision. Vice-principals share responsibility for indoor and outdoor common areas. Grade levels establish a supervision rotation.
Teaching	-Reteach behavioral expectations in the indoor and outdoor common areas. - Retrain staff on identifying possibly motivation.
Recognition	-Increase recognition for appropriate behavior. -Provide feedback tickets that can be collected and used for spirit wear. -Spirit Rally and Dance for the grade level with the fewest referrals.
Extinction	-Post weekly grade-level SWIS data. -Encourage all students to work for the Spirit Rally and Dance making peer attention for problem behavior less likely.
Correct. Consq.	Active supervision and continued early consequence (ODR)
Data collection	-Survey staff and students to determine whether strategies (e.g., active supervision, teaching, and recognition) are implemented consistently -Use weekly SWIS data to evaluate change

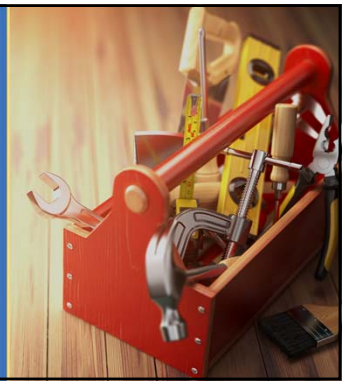
Precise Problem Statement: Many students are engaging in problem behavior in the indoor and outdoor common areas during lunch transition times and the behavior is maintained by attention.

Goal: Reduce referrals for disruption in the commons and hallways by 50% (current average is 24 per month)

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	Notes/Updates
Prevention	Increase active supervision	Vice Principals All staff	Ongoing	Staff visible in the indoor and outdoor common areas	
Teaching	Teach behavioral expectations for the commons and hallways	Teachers will teach commons and hallways expectations to their homeroom classes	January 15	Staff sign-off sheet next to the PBIS bulletin board in the Faculty Lounge to indicate completion	Incentives for the grade level that can have 10 students tell the principal the expectations first
Recognition	Spirit Rally and Dance Recognition tickets for school store	PBIS Team will coordinate	Rally by January 31 Tickets by January 10	Spirt Rally and Dance tickets used at the Spirit Store	
Extinction	Post weekly data Encourage all students to work for the Spirit Rally	All staff	Ongoing	Weekly data posted in the commons and hallway	
Correct. Consq.	Active supervision and continued early consequence (minor/major ODR)	All staff	Ongoing	Staff visible in the hallways	

	What data?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection	ODR record	SWIS Data Entry person and principal share report with teachers.	Weekly	Emailed to staff and posted in the hallways and commons for students	All staff and students

Tools to Get Organized



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SWIS Drill-Down Worksheet

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Data Analysis for Action Planning

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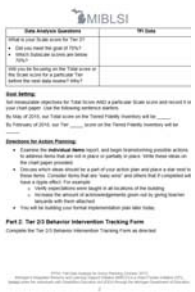
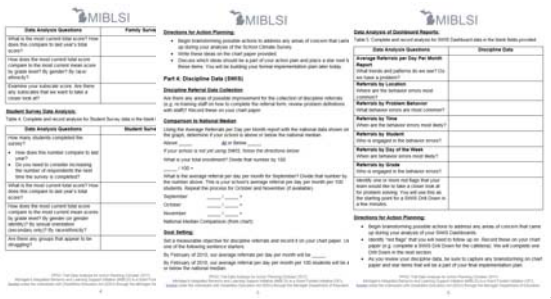
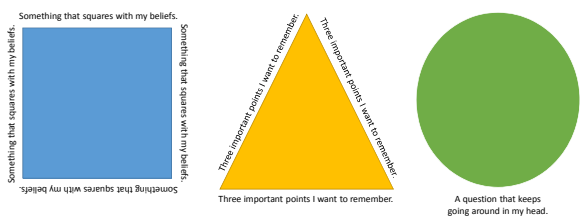


Data Analysis for Action Planning



Grade Level Problem Solving

Reflection Time



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SWIS Drill-Down Worksheet

Red flag item is identified by analyzing Core Reports *(most common),* Additional Reports, Student Dashboard, or SWIS Dashboard *(less common/less preferred).* **Reminder**: Add filters one at a time.

Red flag item:	☐ Who? ☐ What? ☐ When? ☐ Where?	Date Range:
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter(s):	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☐ Why?	
Referral Summary:	Number of students involved: _____ Number of referrals included: _____	Is the problem best addressed through systems or with individual students: ☐ Systems ☐ Students
Precise Problem Statement:		
Goal:		

Solution Development

Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

SWIS Drill-Down Worksheet Example *(Using SWIS Demo)*

Red flag item:	☐ Who? ☐ What? ☒ When? ☐ Where? *There is a spike of problem behaviors between (time range) 8am-9:30am.*	Date Range: *9/1 – 9/30*
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☒ Where? ☐ Why? *Classroom*	
Drill-Down Filter:	☒ Who? ☐ What? ☐ When? ☐ Where? ☐ Why? *Grades 4-5*	
Drill-Down Filter:	☐ Who? ☒ What? ☐ When? ☐ Where? ☐ Why? Problem Behaviors: M-Defiance	
Drill-Down Filter:	☐ Who? ☐ What? ☐ When? ☐ Where? ☒ Why? *Perceived Motivation: Task Avoidance*	
Referral Summary:	Number of students involved: __10__ Number of referrals included: __10__	Is the problem best addressed through systems or with individual students: ☒ Systems ☐ Students
Precise Problem Statement:	In September there were a group of ten 4th and 5th grade students referred for minor defiance in the classroom during the morning classroom period (8am-9:30am) in order to avoid tasks.	
Goal:	By the end of November the team would like to see less than 5 referrals per month from 4th and 5th graders in the classroom before first recess (9:30am).	

Solution Development

Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
Prevention	*Recommend teachers start with easy/fun warm-up task*	*4th& 5th grade level teams*	*Ideas shared by 10/6*	*NB to visit and check with teachers*	*NB to resend sample ideas*
Teaching	*Reteach respect in the classroom*	*4th& 5th grade level teams*	*10/6*	*Self-report to NB via email*	*NB to resend sample lessons*
Recognition	*Increase verbal and tangible reinforcement for task engagement and respect in the mornings.*	*4th& 5th grade level teams*	*10/10*	*NB to visit and check with teachers*	*RB to add extra praise tickets to 4th/5th teacher boxes.*
Extinction					
Corrective Consequence					

	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection	*SWIS data (saved drill-down filters)*	*All staff*	*Fidelity – NB to gather* *Outcome – referrals*	*4th & 5th grade level team mtg* *PBIS Team mtg*	*4th & 5th grade level teams* *PBIS team*

SWIS Drill Down Worksheet

The School-wide Information System (SWIS) Drill Down Worksheet is used to assist school teams as they analyze their school discipline referral data and to generate precise problem statements for goal setting and action planning. School teams use the SWIS Drill Down Worksheet as they identify a red flag from the SWIS dashboard. As teams then navigate to the SWIS Drill Down Report and begin to add filters, this worksheet helps teams to systematically document the filters they applied and the resulting information, leading up to a precise problem statement which pinpoints the context of a specific problem to be addressed.

Author: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Version: 1.0

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SWIS Drill Down Process

Table 1: SWIS Drill Down Steps to Follow for Generating a Precise Problem Statement. Complete the information in the right column for each step. Teams can generate a Precise Problem Statement by continuing to apply filters or by applying one or two filters and then changing the Graph Type.

Steps for Precise Problem Statement	**Filters used to determine context**
1. Review Average Referral per Day per Month graph on Dashboard (Click to add National Data and re-generate)	Which months, (if any) have referral rates above the National Median?
2. Review Average Referral per Day per Month graph	Describe the trends or patterns on the graph.
3. Select 1 red flag (problem behavior, location, time of day, month, day of the week) from the **Core Reports** on the Dashboard • Click on Drill Down • From Report Filter, add identified red flag to Dataset • Click **Generate** • Change Graph Type to look for additional patterns	Describe the one specific filter used. • What: • When: • Where: • Who (Grade Level): Number of referrals after filter: Number of students after filter:

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Steps for Precise Problem Statement	Filters used to determine context
4. Additional Drill Down Filter • From Graph Type, pick 1 Report Filter • Add Report Filter to Dataset • Click Generate • Change Graph Type	Describe the one specific filter used. • What: • When: • Where: • Who (Grade Level): Number of referrals after filter: Number of students after filter:
5. Additional Drill Down Filter • From Graph Type, pick 1 Report Filter • Add Report Filter to Dataset • Click Generate • Change Graph Type	Describe the one specific filter used. • What: • When: • Where: • Who (Grade Level): Number of referrals after filter: Number of students after filter:
6. Additional Drill Down Filter • From Graph Type, pick 1 Report Filter • Add Report Filter to Dataset • Click Generate • Change Graph Type	Describe the one specific filter used. • What: • When: • Where: • Who (Grade Level): Number of referrals after filter: Number of students after filter:
7. Motivation – Why is the problem behavior occurring? • Change Graph Type to Perceived Motivation	Describe the pattern you see with Perceived Motivation based on the filters applied in Steps 3-6:

SWIS Drill Down Summary Box

- Locate the Summary box to the right of the graph:
    - How many students are related to the identified problem?
    - How many staff are related to the identified problem?
    - How is the problem best addressed, Systems or Students?

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Precise Problem Statement

Based on the identified problem and the summary information from the SWIS Drill Down process, write a precise problem statement that includes full contextual information (What, When, Where, Who, and Why):

Note: if more than 10 students are related to the identified problem, then the issue should be addressed through a systems approach.

Goal Setting

Write a goal statement based on the precise problem statement

Table 2: Solution Development & Action Planning. In the blank fields, insert the necessary information for each listed Solution Component.

Solution Components	**Action Steps**	**Who is Responsible?**	**By when?**	**How will fidelity be measured?**	**Notes and updates**
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					

Data Collection process for Progress Monitoring

- What data will we look at?
- Who is responsible for gathering the data?
- When and how often will the data be gathered?
- Who will see the data?
- Where/how will data be shared?

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PPSC: Fall Data Analysis for Action Planning

This document is designed to be completed by teams during the data analysis portion of the Data Review. Data analysis will be completed for each data set, then teams will engage in brainstorming ideas and identifying priorities by starring them. An implementation plan with specific action items will be completed at the end of the data review.

Author: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Version: 1.0

Date: October 2017

School Name: **Date:**

Part 1: SWPBIS Tiered Fidelity Inventory (TFI)

Data Analysis:

Table 1. Complete and record analysis of TFI data in the blank fields provided

Data Analysis Questions	TFI Data
What is your Total Score on the TFI?	
What is your Scale Score for Tier 1? • Did you meet the goal of 70? • Which Subscale scores for Tier 1 are currently below 70? • Did you set a Tier 1 school goal during the last data review (spring 2017)? • Did you meet that goal? How close are you? • What helped you make progress? • What were some barriers you encountered?	
What is your Scale score for Tier 2? • Did you meet the goal of 70%? • Which Subscale scores are below 70%?	

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Data Analysis Questions	TFI Data
What is your Scale score for Tier 3? • Did you meet the goal of 70%? • Which Subscale scores are below 70%?	
Will you be focusing on the Total score or the Scale score for a particular Tier before the next data review? Why?	

Goal Setting:

Set measurable objectives for Total Score AND a particular Scale score and record it on your chart paper. Use the following sentence starters:

By May of 2018, our Total score on the Tiered Fidelity Inventory will be _____.

By February of 2018, our Tier _____ score on the Tiered Fidelity Inventory will be _____.

Directions for Action Planning:

- Examine the **individual items** report, and begin brainstorming possible actions to address items that are not in place or partially in place. Write these ideas on the chart paper provided.
- Discuss which ideas should be a part of your action plan and place a star next to these items. Consider items that are "easy wins" and others that if completed will have a ripple effect. For example:
    - Verify expectations were taught in all locations of the building
    - Increase the amount of acknowledgements given out by giving teacher lanyards with them attached
- You will be building your formal implementation plan later today.

Part 2: Tier 2/3 Behavior Intervention Tracking Form

Complete the Tier 2/3 Behavior Intervention Tracking Form as directed

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Part 3: School Climate Survey

School Personnel Survey Data Analysis:

Table 2. Complete and record analysis for School Personnel Survey data in the blank fields provided

Data Analysis Questions	School Personnel Survey Data
How many school personnel completed the survey? • How does this number compare to last year? • Do you need to consider increasing the number of respondents the next time the survey is completed?	
What is the most current total score? How does this compare to last year's total score?	
How does the most current total score compare to the most current mean score by grade level? By gender? By race/ethnicity?	
Examine your subscale scores. Are there any subscales that we want to take a closer look at?	

Family Survey Data Analysis:

Table 3. Complete and record analysis for Family Survey data in the blank fields provided

Data Analysis Questions	Family Survey Data
How many parents completed the survey? • How does this number compare to last year? • Do you need to consider increasing the number of respondents the next time the survey is completed?	

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Data Analysis Questions	Family Survey Data
What is the most current total score? How does this compare to last year's total score?	
How does the most current total score compare to the most current mean score by grade level? By gender? By race/ ethnicity?	
Examine your subscale score. Are there any subscales that we want to take a closer look at?	

Student Survey Data Analysis:

Table 4. Complete and record analysis for Student Survey data in the blank fields provided

Data Analysis Questions	Student Survey Data
How many students completed the survey? • How does this number compare to last year? • Do you need to consider increasing the number of respondents the next time the survey is completed?	
What is the most current total score? How does this compare to last year's total score?	
How does the most current total score compare to the most current mean scores by grade level? By gender (or gender identity)? By sexual orientation (secondary only)? By race/ethnicity?	
Are there any groups that appear to be struggling?	

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Directions for Action Planning:

- Begin brainstorming possible actions to address any areas of concern that came up during your analysis of the School Climate Survey.
- Write these ideas on the chart paper provided.
- Discuss which ideas should be a part of your action plan and place a star next to these items. You will be building your formal implementation plan later today.

Part 4: Discipline Data (SWIS)

Discipline Referral Data Collection

Are there any areas of possible improvement for the collection of discipline referrals (e.g. re-training staff on how to complete the referral form, review problem definitions with staff)? Record these on your chart paper.

Comparison to National Median

Using the Average Referrals per Day per Month report with the national data shown on the graph, determine if your school is above or below the national median.

Above _____ At or Below _____

If your school is not yet using SWIS, follow the directions below:

What is your total enrollment? Divide that number by 100.

_____ / 100 =

What is the average referral per day per month for September? Divide that number by the number above. This is your school's average referral per day per month per 100 students. Repeat the process for October and November (if available).

September: _____ / _____ =

October: _____ / _____ =

November: _____ / _____ =

National Median Comparison (from chart):

Goal Setting:

Set a measurable objective for discipline referrals and record it on your chart paper. Use one of the following sentence starters:

By February of 2018, our average referrals per day per month will be _____.

By February of 2018, our average referral per day per month per 100 students will be at or below the national median.

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Data Analysis of Dashboard Reports:

Table 5. Complete and record analysis for SWIS Dashboard data in the blank fields provided

Data Analysis Questions	Discipline Data
Average Referrals per Day Per Month Report What trends and patterns do we see? Do we have a problem?	
Referrals by Location Where are the behavior errors most common?	
Referrals by Problem Behavior What behavior errors are most common?	
Referrals by Time When are the behavior errors most likely?	
Referrals by Student Who is engaged in the behavior errors?	
Referrals by Day of the Week When are behavior errors most likely?	
Referrals by Grade Who is engaged in the behavior errors?	
Identify one or more red flags that your team would like to take a closer look at for problem solving. You will use this as the starting point for a SWIS Drill Down in a few minutes.	

Directions for Action Planning:

- Begin brainstorming possible actions to address any areas of concern that came up during your analysis of your SWIS Dashboards.
- Identify “red flags” that you will need to follow up on. Record these on your chart paper (e.g. complete a SWIS Drill Down for the cafeteria). We will complete one Drill Down in the next section.
- As you review your discipline data, be sure to capture any brainstorming on chart paper and star items that will be a part of your final implementation plan.

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SWIS Drill Down: Create a Precise Problem Statement

As a team, agree upon one of the red flags you previously identified (on your chart paper) to start your drill down. Use the chart below to develop a Precise Problem Statement. Teams can generate a Precise Problem Statement by continuing to apply filters or by applying one or two filters and then changing the Graph Type.

Table 6. Complete and record Drill Down data in the blank fields provided to develop a Precise Problem Statement

Steps for Precise Problem Statement	**Filters Used to Determine Context**
1. Select 1 red flag (problem behavior, location, time of day, month, day of the week) from the **Core Reports** on the Dashboard • Click on Drill Down • From Report Filter, add identified red flag to Dataset • Click **Generate** • Change Graph Type to look for additional patterns	Describe the one specific filter used. • What: • When: • Where: • Who (Grade Level): Number of referrals after filter: Number of students after filter:
2. Additional Drill Down Filter • From Graph Type, pick 1 Report Filter • Add Report Filter to Dataset • Click Generate • Change Graph Type	Describe the one specific filter used. • What: • When: • Where: • Who (Grade Level): Number of referrals after filter: Number of students after filter:
3. Additional Drill Down Filter • From Graph Type, pick 1 Report Filter • Add Report Filter to Dataset • Click Generate • Change Graph Type	Describe the one specific filter used. • What: • When: • Where: • Who (Grade Level): Number of referrals after filter: Number of students after filter:

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Steps for Precise Problem Statement	Filters Used to Determine Context
4. Additional Drill Down Filter • From Graph Type, pick 1 Report Filter • Add Report Filter to Dataset • Click Generate • Change Graph Type	Describe the one specific filter used. • What: • When: • Where: • Who (Grade Level): Number of referrals after filter: Number of students after filter:
5. Motivation – Why is the problem behavior occurring? • Change Graph Type to Perceived Motivation	Describe the pattern you see with Perceived Motivation based on the filters applied in Steps 3-6:
6. Locate the summary box to the right of the graph • How many students are related to the identified problem? • How many staff are related to the identified problem? • How is the problem best addressed, Systems or Students? (Note: If more than 10 students are related to the identified problem, then the issue should be addressed through a systems approach)	

Based on the identified problem and the summary information from the SWIS Drill Down process, write a Precise Problem Statement that includes full contextual information (What, When, Where, Who, and Why):

Determine if the starred items on your chart paper likely will have a positive impact on your precise problem statement, or if additional brainstorming is necessary. If additional brainstorming is needed, take a few minutes to add to your chart paper.

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Part 5: Student Risk Screening Scale (SRSS)

Table 7. Complete and record analysis for school-wide SRSS data in the blank fields provided

School-wide Data Analysis Questions	SRSS Data
What percentage of students school-wide are at low risk?	
What percentage of students school-wide are at some risk?	
What percentage of students school-wide are at high risk?	

Table 8. Complete and record analysis for grade-level SRSS data in the blank fields provided

Grade-level Data Analysis Questions	SRSS Data
Which grade levels have more than 80% of their students at low risk? Celebrate!	
Which grade levels have more than 15% of their students at some risk?	
Which grade levels have more than 5% of their students at risk?	

Based on your school's SRSS data, which Tier should be the focus of your implementation efforts this fall and winter?

Directions for Action Planning:

- The window for the next SRSS administration is in December. Begin brainstorming any additional action items that need to be completed before then to ensure a smooth administration of the SRSS.
- Be sure to capture any brainstorming on chart paper and star items that will be a part of your final implementation plan.
- You will be building your formal implementation plan later today.

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Part 6: Implementation Plan Development

Directions:

- Locate your SMART fidelity and student outcome objectives on your chart paper and record them on the School-wide PBIS School-Level Implementation Plan.
- Review the starred action items on the chart paper and begin prioritizing and developing your activities on your SWPBIS Implementation Plan.
- Ticket out the door:
    - Copy of completed PBIS Implementation Plan

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Grade-Level Problem Solving with Behavior Data

This handout is designed to support problem solving at the grade level using behavior data.

Author: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Version: 1.0

Date: October 2017

Problem Identification

As a grade level team, examine the grade level behavior data to determine if there is a problem. When reviewing grade level data, consider:

- Trends/patterns
- Comparison to other grade levels
- Comparison to last month's data

Grade level teams should also answer the following questions:

- Is there a grade level problem or is it a whole school problem?
- Are there problems we might be able to identify but have not collected data on?
- Is our data collection consistent?
- What could the grade level improve upon?

Problem Analysis: Precise Problem Statement

Table 1. Use the SWIS Drill Down feature to develop your Precise Problem Statement. Organize your Precise Problem Statement using the blank fields below.

Drill Down Questions	Drill Down Data
What is the problem behavior?	
Where is the problem behavior happening?	

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Drill Down Questions	Drill Down Data
Who is engaged in the behavior?	
When and how often is the problem behavior likely to occur?	
Why is the problem sustaining?	

Record Precise Problem Statement (with context):

SMART Behavior Goal:

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Plan Development:

Table 2. Use the blank cells in the table to record strategies to prevent, teach, and respond to the precise problem statement.

Prevent	Teach	Respond

Plan Implementation and Evaluation

As a grade level team, determine when you will update the status on your action items and when you will evaluate your progress using Drill Down and the same filters. Note: SWIS allows you to save Drill Down filters to easily access the same data set.

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